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ABSTRACT

This paper highlights indicators of the growth in administrator training in the Commonwealth and Europe, research and training developments in these nations important to administrator preparation in the U.S., and international influences affecting administrator preparation in the future. Growth of administrator training in the Commonwealth and Europe is evidenced by the increase in institutions involved in administrator preparation, expansion of professional associations concerned with educational administration, and the development of new scholarly journals. Innovative staff development programs for educational administrators are being developed in the Commonwealth and European nations. Major professional development programs are unfolding in Sweden and Australia, and significant materials are being developed in Germany. These programs could have great influence on American practice as could the contrasting approaches to educational administration research evident in Germany and England. The marked growth in administrator study and preparation in European and Commonwealth nations has already influenced the learnings of professionals in the U.S. and promises to have more impact in the future. (Author/JM)

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EMERGENT INFLUENCES FROM OTHER NATIONS ON ADMINISTRATOR TRAINING IN THE UNITED STATES

By

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Emergent Influences From Other Nations
On Administrator Training In The
United States

Thank you very much, Pat, for your introduction. May I also congratulate you on the initiative you have displayed in organizing this symposium on a topic which clearly is of increasing significance to leaders in this and other nations.

In treating "Emergent Influences From Other Nations," I shall address briefly three questions. First, what are a few key indicators of the growth in administrator study and preparation in the nations of the Commonwealth and Europe? An answer to this question should shed some light on the context of international influences. Second, what are some illustrative research and training developments which have recently transpired in these nations and which have import for administrator preparation in the United States? Finally, how might emergent international influences impact on administrator preparation in the United States in the future?

The remarkable growth of administrator training in the Commonwealth and European nations during the last two decades can be suggested by three indicators: the increase in the number of institutions involved in administrator training and study; the expansion in the number of professional associations concerned with educational administration; and the development of new scholarly journals.

In 1956 the University of Alberta in Canada inititated the first doctoral program in educational administration outside the United States. In the early 1960's graduate work in educational administration began to become more visible in Australia and Great Britain and, shortly thereafter, in New Zealand. Later in the decade thesis doctorates emerged at the University of New England in New South Wales and at the University of London. The phenomenal growth in administrator preparation in the older Commonwealth nations is signified by the fact that in 1978 there were approximately 55[1] institutions of higher education offering courses and/or programs in educational administration in Great Britain, 30[2] in Canada, and 37[3] in Australia.[4] In the late 1960's and in the early 70's, programs and courses emerged rapidly in many new Commonwealth countries, stimulated in part by the work of the Commonwealth Council for Educational Administration (CCEA). New courses moved on to the scene in such countries as Kenya, Malaysia, India, Papua New Guinea, Fiji, Tanzania, the West Indies, Malawi, Mauritius, and Bangladesh.[5] The diffusion of administrator preparation and study into established and new Commonwealth nations, then, has indeed been remarkably rapid.

In western Europe the key developments in administrator preparation, in contrast to the Commonwealth of Nations, have been in such national or state contexts as ministries of education. In 1962, for example, a centralized training effort emerged in France through the National Association of School and University Administration, which has since served hundreds of clients.[6] More recently, Sweden has initiated a major national program for training principals[7] and several states in Germany, to take another example, have created training programs.[8]

As the number of training programs in different nations expanded, professional associations also grew. Today's international landscape is dotted, for example, with such relatively new national institutions as the British Educational Administration Society; the Nigerian Association for Educational Administration and Planning; the Australian Council for Educational Administration; the Canadian Association for the Study of Educational Administration; the Bangladesh Educational Administration Society; and many others. At the trans-national level, the University Council for Educational Administration (UCEA) spanned Canada and the United States early in its development; and the continent-spanning CCEA came into being in the early 1970's.[9] In western Europe the European Forum on Educational Administration was initiated approximately four years ago, and continues to serve leaders in a number of western European nations.

As programs expanded and organizations developed, the need for the generation and dissemination of ideas was met in part through the creation of a range of new journals. All these helped to facilitate the international communication of research and training ideas, and created channels of influence. In the mid-1960's, for example, the Journal of Educational Administration, published at the University of New England in Australia, and the Educational Administration Quarterly, sponsored by UCEA, came into being. In western Europe, more recently, such journals as Schulmanagement and Educational Administration were initiated.[10]

The first International Intervisitation Program, which was initiated by the UCEA in 1966, and the three other programs which have followed, have constituted major media for facilitating international communication among scholars and leaders. They have also helped focus study on comparative topics. From the first program held in the United States and Canada, for example, came the appointment of an international team, which prepared and had published a glossary of educational terms designed especially for leaders in Great Britain, Canada, Australia, New Zealand, and the United States.[11] In the Second Intervisitational Programme, which was held in Australia, four subjects judged important to leaders in all of the participating nations served as foci for the discussions: centralization and bureaucracy; assessment and accountability; teacher negotiation and participation in policy-making; and planning and systems analysis. At the Third Intervisitational Programme, which was held in Great Britain in 1974, and which was co-sponsored by the relatively new CCEA along with UCEA and the British Educational Administration Society, the European Forum on Educational Administration was initiated. Finally, at the Fourth International Intervisitation Programme, held in Canada in 1978, representatives from more than a dozen different nations presented case studies on administration or on preparatory programs in their countries. Also presented at the session was a report on the first parallel and systematic surveys of preparatory programs in Great Britain, Canada, New Zealand, Australia, and the United States.

From what has already been said, it will be evident that the international influences on administrator preparation and study, during the last decade especially, have been substantial. The thesis can be offered that even though the United States initiated administrator study and preparation early in this century, and clearly has had a very important role in the diffusion of relevant concepts and practices to other countries during the last decade, it is now conceivable--given the growing number of countries engaged in research, development and training vis-a-vis administration--that we will gain more from other nations in the future than we will contribute. Only a few illustrations can be offered in support of this point. Currently, in my judgment, the most innovative staff development programs for educational administrators, as well as the best supported ones, are being developed in the Commonwealth and European nations. In Sweden, as already noted, a major professional development program for school principals is now unfolding, which through a phased effort will reach all principals there by 1983. No nation of which I am aware has made such a commitment through a nationally supported, two-year program of staff development for principals. In Victoria, Australia, an Institute of Educational Administration has been recently established at the state level. Like the effort in Sweden, the program is centrally supported, and it offers leadership skills to principals and to potential principals of schools in both government and non-government systems of education.[12] In my judgment, such programs are worth examination by leaders in the United States, particularly by chief state school officers who are increasingly interested in the role of the state in supporting, encouraging, and implementing staff development programs for leaders.

We can also profit from a study of the experience of those engaged in major development efforts in different nations. In Germany, for example, the Volkswagen Foundation has been supporting for a number of years a major effort directed at the development of materials for use in the professional development of educational administrators.[13] I would suggest that it is instructive to study not only the rationale for the effort undertaken but also the processes and procedures used to develop and evaluate the more than 2,000 pages of training materials produced.[14] I find it interesting, to take another example, that the first comparative study of administrator preparation was undertaken by a European, Richard Bessoth.[15] His generalizations about school administration as a profession in the United States, Canada, Australia, England, and in France are enlightening and worthy of careful study. His discussion, for example, of such topics as the following were to me quite stimulating: the tendencies in the United States both toward continuous adaptation and band wagonism; the problem that Canadian institutions have had in effectively performing research; the issue of "succession" in England from initial to new leadership; the slowness of the development of administrative training in Australia; and the degree to which the content used in the National Institute of School and University Administration in France is directed at French educational tradition. Such ideas, developed from the detached perspective of one not socialized in a given culture can provide those of us in the nations studied valuable perspective on our profession.

In what ways will leaders from Commonwealth and European nations likely influence administrator preparation and study in the United States in the future? The answer to this question will be determined to a considerable extent by the

degree to which leaders in this country are open to ideas developed in other national contexts and by the initiative they express in acquiring and adapting these ideas for use in their own contexts. A case can be made, given our own relatively extended development and our continuing need for renewal, that we should look outward, more than we have in the past, to the growing number of scholars and leaders in other nations for perspective, for new learning, and for adaptive potential.

Already I have given several illustrations of potential influence on our practice. I have suggested, for example, that recent staff development innovations for administrators in such countries as Sweden and Australia could be adapted and tested for use in this country, especially at the state level; and I have pointed to the learnings we could acquire from comparative studies such as that recently completed by Richard Bessoth. There are many other sources of potential influence. I shall conclude this paper by offering one other illustration, which differs from the preceding ones.

In this country we have had a growing ferment about the epistemologies which shape or should shape our research and the implications of these for theory-practice relationships. Given our traditions and our inurement in them, it is difficult for us to gain perspective and insight into the limitations of our research and our theorizing and to achieve desirable adaptations. One way of gaining needed perspective, I would suggest, is through comparative study.

In recent years I have been interested in the contrasting approaches to research and theorizing, implicit and explicit, which are reflected in the professional literature on educational administration in Germany and England. I would hypothesize at this point in time that the predominant pattern of research in England is inductive in orientation. The beginning point is current practice and the pertinent facts about practice. Through inductive processes, descriptions and generalizations are produced, which have direct links to practice. Concepts and systems of thought, on the other hand, are more the beginning point for German scholars. Concepts shape more what is produced than do the facts of practice. Deduction is more prominent than induction. History is more likely to be drawn upon to inform the present.

The contrasting approaches I have sketchily outlined could be tested and elaborated through more refined study of samples of professional literature from the two countries. More important, through comparative analysis, differences in the underlying epistemologies could be established and the implications for theory-practice relationships could be delineated. In the process we would gain new perspective on our theory and research and their uses and limits in practice. Influence would result through our own inquiry into developments in other countries.

In sum, then, the growth in administrator study and preparation in the last two decades in European and Commonwealth nations has been marked. The results have already influenced the learnings of professionals in the United States. The future will likely see a growing number of developments in other countries which offer adaptive potential for interested leaders in this country.

Footnotes

[1]George Baron and Meredydd Hughes. "Courses in Educational Administration." Paper presented at the Fourth International Intervisitational Programme, Canada, 1978.

[2]Erwin Miklos and Mary Nixon. Educational Administration Programs in Canadian Universities. Edmonton, Canada: Department of Educational Administration, University of Alberta, 1978.

[3]A. Ross Thomas. Educational Administration in Australian Tertiary Institutions: Description and Analysis. Armidale, New South Wales, University of New England. (In Preparation)

[4]In the United States there are approximately 375 institutions offering programs in educational administration. See Paula Silver and Dennis Spuck, ed. Preparatory Programs for Educational Administrators in the United States. Columbus, Ohio: The University Council for Educational Administration, 1978.

[5]The Commonwealth Directory of Qualifications and Courses in Educational Administration. University of New England, Australia: Commonwealth Council for Educational Administration, 1977.

[6]See Sommaire de l'INAS et les Centres associés. Cavaillon: Rimbaud 1974, S.3f.

[7]Mats Ekholm. "The Education of Swedish School Leaders," in Educational Administration Quarterly XIV, #3, Fall 1978, pp. 113-28.

[8]See for example, Volker Briese. "Qualifizierung von Schulaufsichtsbeamten," in Schulaufsicht. June 1976, p. 3.

[9]For additional details, see article by William G. Walker. "U.C.E.A.'s Bright Son at Morning: The Commonwealth Council for Educational Administration." In Educational Administration Quarterly III, #2, Spring 1972. UCEA.

[10]For more information on the international diffusion of administrator preparation and study, see Jack Culbertson, "Where We Are and Where We Are Going." In Robin Farquhar and Ian Housego, ed., Canadian and Comparative Educational Administration. Vancouver: University of British Columbia, 1979. In press.

[11]William G. Walker et al. A Glossary of Educational Terms: Usage in Five English-Speaking Countries. Queensland, Australia. University of Queensland Press, 1973.

[12]Colin Moyle, "The Institute of Educational Administration." Mimeographed. I.E.A., Melbourne, Victoria 3000, Australia, 1978. pp. 1-3.

[13]Richard Bessoth. Projektentwurf: Schulverwaltungsausbildung: Curriculumforschung und Entwicklung fur Schulverwaltung. Institut Für Sozialforschung Und Sozialwirtschaft E.V. Saarbrücken, Mai 1973.

[14]For a systematic description of the rationale for the project, see Richard Bessoth. Diagnose von Schulverwaltungen: Verursachungsfaktoren niedriger Leistungsfaehigkeit. Institut Für Sozialforschung Und Sozialwirtschaft E.V. Saarbrücken, 1975.

[15]Richard Bessoth. Schulverwaltung als Beruf: Ein Internationaler Vergleich. Ausbildungsprogramm Schulmanagement. Institut Für Sozialwirtschaft E.V. Saarbrücken, 1975.